

# THORNWELL SCHOOL FOR THE ARTS

604 E. Home Ave.  
Hartsville, S.C. 29550

**GRADES** 1-6 Elementary School

**ENROLLMENT** 379 Students

**PRINCIPAL** Peggy B. Odom 843-857-3090

**SUPERINTENDENT** Dr. Rainey Knight 843-398-5200

**BOARD CHAIR** Dr. Thelma P. Dawson 843-393-1291

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	9	58	24	2

#### IMPROVEMENT RATING:

#### AVERAGE

#### ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

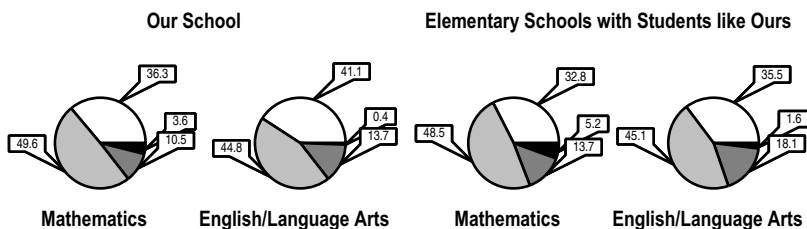
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




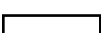
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	29	64	52
Percent satisfied with learning environment	82.8%	85.9%	90.4%
Percent satisfied with social and physical environment	72.4%	81.0%	86.0%
Percent satisfied with home-school relations	60.7%	87.5%	80.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	262	100.0	41.1	44.8	13.7	0.4	14.1	17.6
Gender								
Male	126	100.0	49.6	39.3	11.1	N/A	11.1	17.6
Female	136	100.0	33.8	49.2	16.2	0.8	16.9	17.6
Racial/Ethnic Group								
White	80	100.0	23.7	57.9	17.1	1.3	18.4	17.6
African-American	180	100.0	49.7	39.1	11.2	N/A	11.2	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	220	100.0	37.5	46.6	15.4	0.5	15.9	17.6
Disabled	42	100.0	60.0	35.0	5.0	N/A	5.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	262	100.0	41.3	44.5	13.8	0.4	14.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	262	100.0	41.3	44.5	13.8	0.4	14.2	17.6
Socio-Economic Status								
Subsidized meals	209	100.0	46.9	41.2	11.9	N/A	11.9	17.6
Full-pay meals	53	100.0	20.8	56.6	20.8	1.9	22.6	17.6

Mathematics								
All students	262	100.0	36.3	49.6	10.5	3.6	14.1	15.5
Gender								
Male	126	100.0	39.3	48.7	7.7	4.3	12.0	15.5
Female	136	100.0	33.1	50.8	13.1	3.1	16.2	15.5
Racial/Ethnic Group								
White	80	100.0	22.4	52.6	19.7	5.3	25.0	15.5
African-American	180	100.0	42.6	49.1	6.5	1.8	8.3	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	220	100.0	32.2	51.4	12.0	4.3	16.3	15.5
Disabled	42	100.0	57.5	40.0	2.5	N/A	2.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	262	100.0	36.0	49.8	10.5	3.6	14.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	262	100.0	36.0	49.8	10.5	3.6	14.2	15.5
Socio-Economic Status								
Subsidized meals	209	100.0	41.8	47.9	8.2	2.1	10.3	15.5
Full-pay meals	53	100.0	15.1	56.6	18.9	9.4	28.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	58	N/A	33.3	49.1	17.5	N/A	17.5
	Grade 4	68	N/A	23.9	49.3	26.9	N/A	26.9
	Grade 5	72	N/A	57.7	35.2	7.0	N/A	7.0
	Grade 6	71	N/A	31.0	39.4	26.8	2.8	29.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	58	100.0	31.5	53.7	13.0	1.9	14.8
	Grade 4	67	100.0	30.6	45.2	24.2	N/A	24.2
	Grade 5	69	100.0	51.5	40.9	7.6	N/A	7.6
	Grade 6	68	100.0	48.5	40.9	10.6	N/A	10.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	58	N/A	56.9	37.9	5.2	N/A	5.2
	Grade 4	68	N/A	33.8	35.3	19.1	11.8	30.9
	Grade 5	72	N/A	52.1	38.0	8.5	1.4	9.9
	Grade 6	71	N/A	28.2	46.5	21.1	4.2	25.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	58	100.0	35.2	53.7	11.1	N/A	11.1
	Grade 4	67	100.0	24.2	58.1	11.3	6.5	17.7
	Grade 5	69	100.0	39.4	47.0	9.1	4.5	13.6
	Grade 6	68	100.0	45.5	40.9	10.6	3.0	13.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 379)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 2.7%	3.5%	2.4%
Attendance rate	90.1%	Down from 96.0%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.0%	Down from 10.8%	6.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.6%	Up from 7.3%	8.6%	8.0%
Older than usual for grade	1.1%	Up from 0.7%	2.3%	1.1%
Suspended or expelled	1.8%	Down from 2.7%	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	50.0%	Up from 35.3%	46.0%	50.0%
Continuing contract teachers	80.0%	Up from 79.4%	83.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.1%	Down from 92.3%	83.5%	86.2%
Teacher attendance rate	96.5%	Up from 93.8%	94.5%	95.3%
Average teacher salary	\$40,407	Down 0.2%	\$39,095	\$39,909
Prof. development days/teacher	16.6 days	Down from 17.3 days	12.4 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	12.8 to 1	Down from 13.9 to 1	17.6 to 1	18.9 to 1
Prime instructional time	84.7%	Down from 87.7%	88.5%	89.7%
Dollars spent per pupil*	\$5,936	Down 4.7%	\$6,069	\$5,892
Percent spent on teacher salaries*	61.0%	Down from 61.4%	66.3%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.6%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

**Mission Statement:** The mission of Thornwell School for the Arts is to provide an artistically enriched educational environment in which children can explore, discover, create, express, and succeed.

The 2002-2003 school year at Thornwell School for the Arts demonstrated continued momentum of the implementation of arts initiatives. In its second year as a magnet school, the staff utilized additional instructional strategies and designed innovative activities to revitalize the curriculum; students were offered varied opportunities to learn in and through the arts. A strings program was established, Orff ensembles united, and numerous clubs offered to enrich learning experiences.

An added benefit of the visual and performing arts infusion has been the increase of parental and community support. The School Improvement Council, PTO Board, and Steering Committee were powerful forces in guiding school reform. Local churches, arts councils, and grant funding provided additional resources for initiating change.

As a Title One School-wide Program, emphasis was placed on The No Child Left Behind Legislation. Each student was assigned to a class led by a highly qualified professional. Throughout the year, teachers and paraprofessionals engaged in meaningful staff development opportunities. As a result, instructional effectiveness, selection of resources, and discipline showed progress.

With the close of 2002-2003, successes were noted in individual academic achievement and character development. A positive SACS (Southern Association of Colleges and Schools) review validated Thornwell's preparation of students and staff for future educational pursuits.

Peggy B. Odom  
Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.